



English Learning (NESP), Title III, and Title I Part C

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I. English Learners

Purpose:

This section provides information on who is an EL student and common acronyms used

A Little Quiz

1. Can you identify the following terms?

- ENL
- LEP
- FEP
- EL
- ELL
- ILP
- ESL

Answers

ENL – English as a New Language – high school course

LEP – Limited English Proficient – Levels 1-4

FEP – Fluent English Proficient – Level 5

EL – English Learner

ELL – English Language Learner

ILP – Individual Learning Plan

ESL – English as a Second Language

Who is a EL Student?

Federal Definition:

Means an individual—

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

EL Students in Indiana

- 2012-2013 – 54,054 ELs
- Representing 235 languages
- About 80% of ELs speak Spanish as a native language
- Approximately 63% were born in the U.S.
- Around 37% are immigrants to the U.S.

II. Federal Requirements

Purpose:

This section outlines the federal requirements that all school corporations are required to comply with if they have identified EL student(s) attending their school corporation

Steps for Serving ELs

Identification

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graph TD; A[Identification] --> B[Assessment]; B --> C[Services]; C --> D[Exiting from Services & Monitoring];
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Assessment

Services

Exiting from Services &
Monitoring

III. The Home Language Survey

Purpose:

The HLS is a student-specific form used to identify language(s) spoken by a student that are other than English

HLS Specifics

- The three questions are the only questions that school corporations can use to determine whether a student speaks a language other than English
- The HLS should only be administered once to a student during their educational career (typically Kindergarten) or if a student moves to Indiana from out of state
- “Original HLS” refers to the HLS completed the first time a student is enrolled in school or moves from out of state
- A HLS is not administered every year to a returning student
- When a student moves from one school corporation to another within Indiana, the HLS is required to be transferred with the student in their cumulative folder

LAS Links Placement Test and Annual Assessment

Purpose:

The LAS Links Placement Test is an initial English proficiency screener that is administered and scored locally and used to determine the English proficiency of a student that has identified a language other than English on their HLS

Purpose:

The LAS Links Annual Assessment is a yearly assessment used to measure the English proficiency of identified LEP students in the following four domains:

***Listening, Speaking,
Reading and Writing***

Two Types of English Proficiency Assessments

LAS Links Placement Test

- Administered once (based on HLS) when a student first enrolls at a school corporation and does not have previous scores available

LAS Links Annual Assessment

- Administered each year to students that have been identified as LEP based on the LAS Links Placement Test or previous LAS Links Annual Assessment

IV. Individual Learning Plan (ILP)

Purpose:

The ILP is a specialized plan for each identified LEP student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful

ILP Specifics

- The ILP is a locally-developed form that is recommended to be created by the student's classroom teacher(s) in conjunction with the school's ENL teacher (if applicable) or another designee
- The ILP should be shared with the student to ensure the student understands what they are entitled to
- All LEP students (levels 1-4 or "NP"/"AP") must have an ILP
- Teachers and other staff members that work with an LEP student must be given a copy of the ILP and are required to implement the ILP within their classroom on a daily basis

What Should an ILP Include?

There is not a required ILP form that must be used; rather, school corporations retain the local responsibility to create an ILP based on their students' needs

However, recommendations to include in an ILP are as follows:

- General Information about the student (name, age, grade, school year)
- LAS Links Placement proficiency level (if applicable)
- Annual LAS Links proficiency level, with sub-group levels in Listening, Speaking, Reading and Writing
- State and local assessment information
- The language instruction program being used for the student
- Strategies, accommodations, and modifications for the student to be implemented in all classes
- Goals for the student (quarterly, semester, year-end)

State Testing Accommodations for English Learners

- Extended time (one and a half or double time)
- Small Group testing by a familiar teacher
- Approved word-to-word dictionaries (if literate in native language)
- Read aloud (all items read verbatim with the exception of ELA)
- Read test/assignment directions and questions

V. Program Requirements

Purpose:

This section outlines a school corporation's obligation in providing services with state and local funds

Title III:

Additional services provided to students **above and beyond** the Core Instruction and Lau Requirements.
Title III federal funds can be used for this purpose.



“Lau” Requirements:

English language development services that are provided to **EL students** in order to meet federal requirements. These services are ***in addition to*** the core instruction. **State and local funds** are used to meet the Lau Requirements.
Federal funds (ex: Title III) cannot be used to meet this requirement.



Core Instruction:
Provided to all students.

Think-Pair-Share

- Take a few moments and answer these questions about your EL Program:
 - (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
 - (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
 - (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Castañeda v. Pickard

Castañeda v. Pickard: On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students:

- (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
- (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
- (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

[648 F.2d 989 (5th Cir., 1981)]

NESP (Non-English Speaking Programs)

- Allocations released on 10/07/2013
- Application due by 11/08/2013
- Per pupil allocation: \$90.88
- State grant-can be used to meet the Lau Requirements
- Other uses: assessment, professional development, personnel, instructional materials, etc.

Supplement vs. Supplant

- Supplement vs. Supplant requirements ensure that services provided with federal funds are *in addition to* and *do not replace* (or supplant) services that students would otherwise receive
- State and local funds must be used to provide the activities outlined in this presentation
- Therefore, using federal funds for activities discussed in this presentation would be supplanting

How ALL teachers can help EL students in their cultural adaptation

Ensure that success is achieved and felt every day

- Provide a low-anxiety environment.
- Don't expect/demand instant/complete acculturation.
- Provide intensive language development.
- In the mainstream classroom:
 - Increase comprehension!
 - Increase practice!
 - Adjust the workload!
 - Structure pair and group activities/projects that help English learners make friends.

English Learners in the Core Content

Responsive Mainstream Classrooms

- The power is in the core
- Students' primary language is honored
- All teachers are language teachers- content and language skills are integrated
- Mainstream teachers and EL teachers work collaboratively
- Scaffolding and ways of support are built into the lessons
- English Learners are engaged 90% - 100% of the time

English Learners in the Core Content

- Visuals, modeling, demonstrations, vocabulary previews, adapted texts, and multicultural materials
- Highly interactive classrooms, cooperative learning, peer tutoring, flexible grouping
- Language instruction integrated with challenging academic instruction
- Tasks that emphasize problem solving, discovering learning, integrating reading, writing, listening, speaking
- Outcome and performance-based assessments

Migrant Education Program (MEP)

100 % Identified, 100 % Served

Who is a Migrant Student?

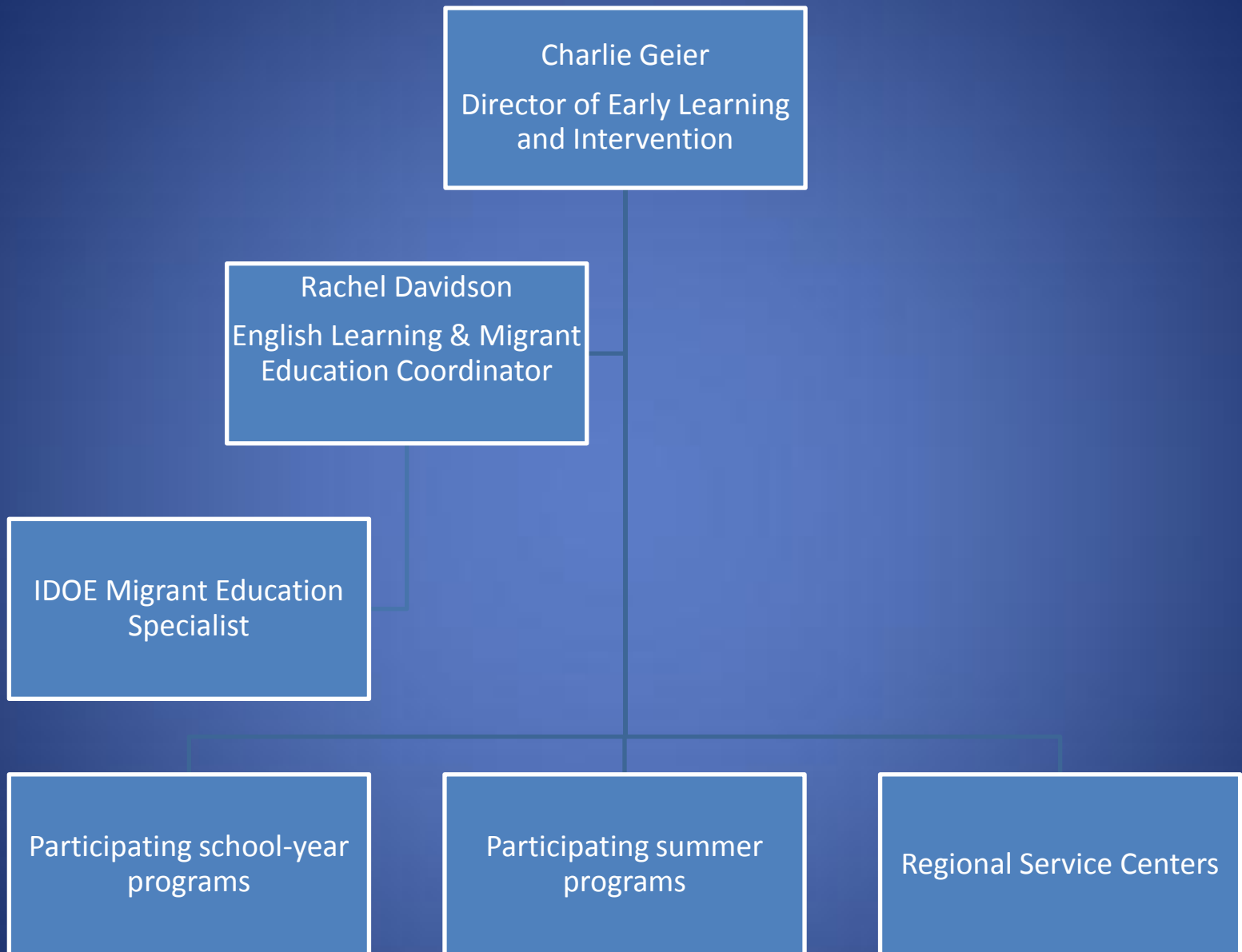
- A child (ages 3-21) who in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker:
 - Has moved from one school district to another
 - In a State that is comprised of a single school district; has moved from one administrative area to another within such district
- A child who is a migratory agricultural worker.

MEP Overview

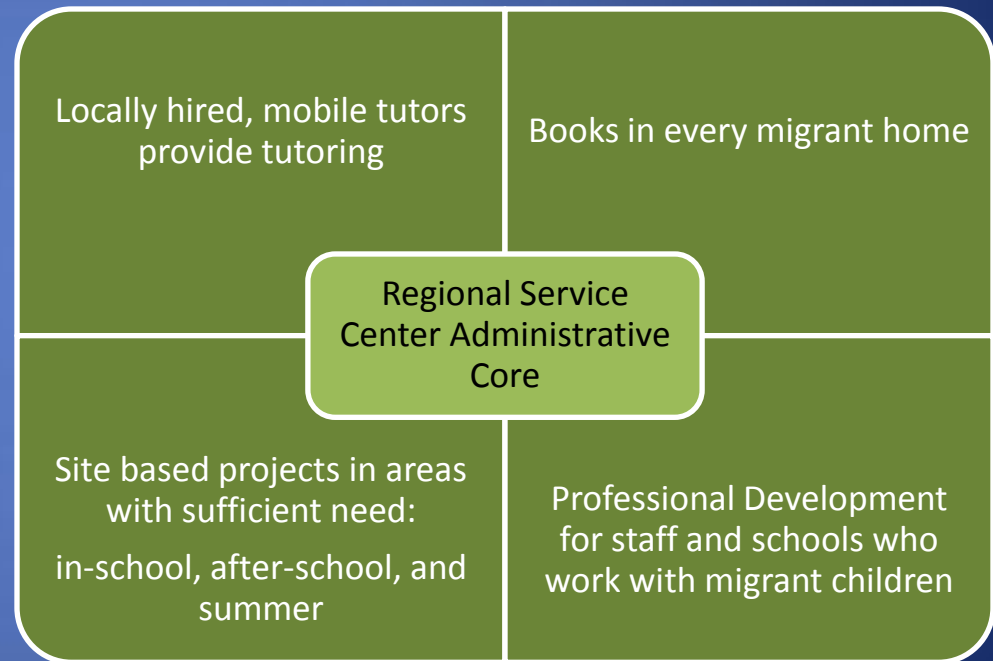
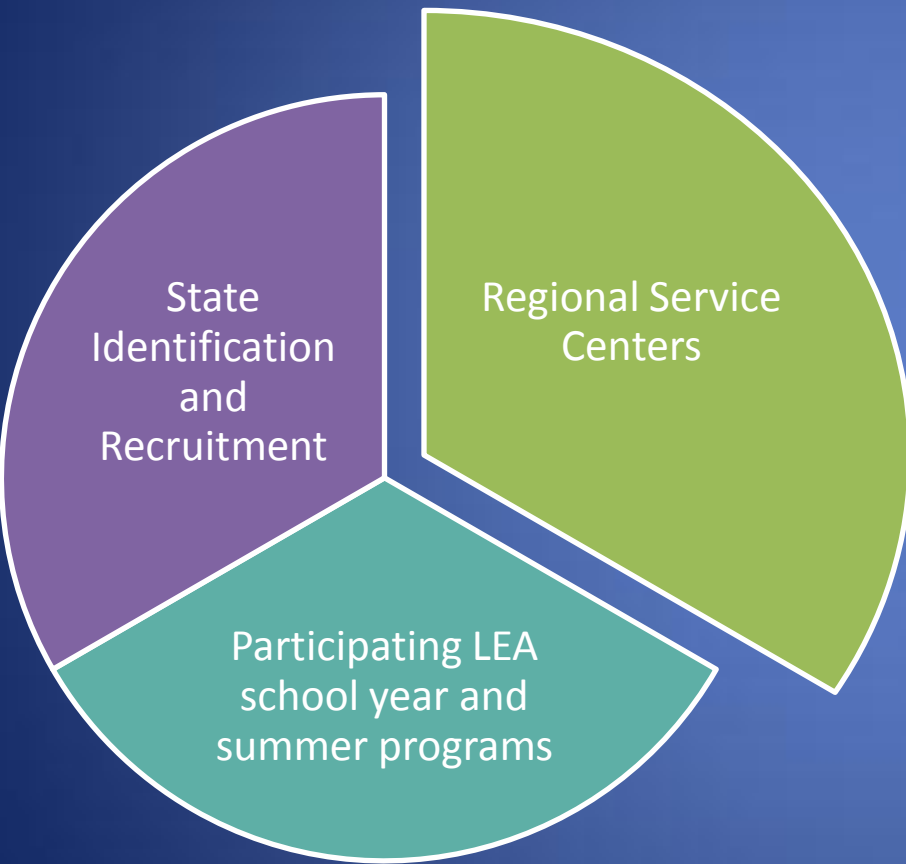
- The Title I, Part C, Migrant Education Program (MEP) of the *No Child Left Behind* Act funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.
- The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment.

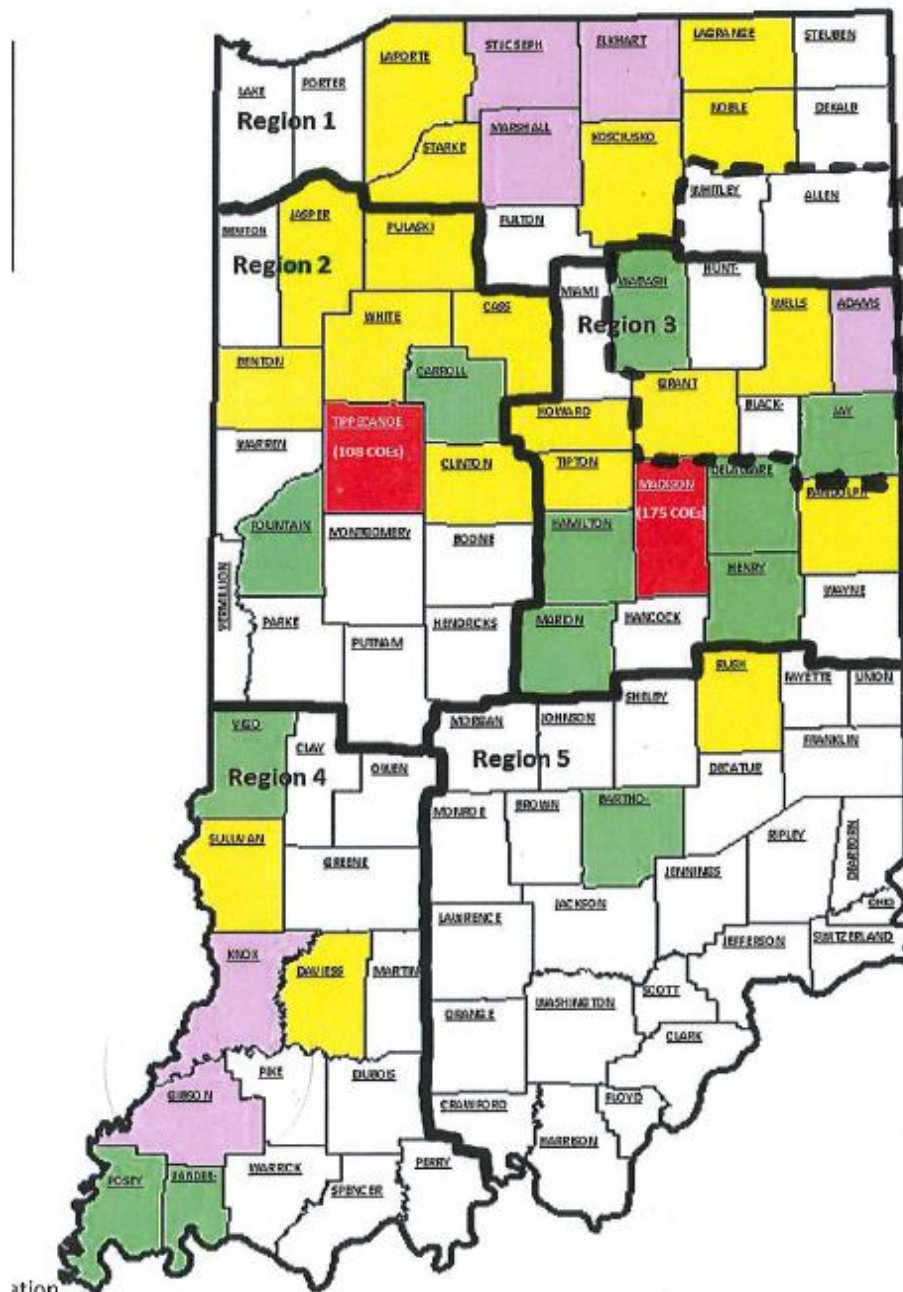
Indiana Migrant Statistics

- Over 87% of migrant students come to Indiana from within the United States. About 11% of Indiana's migrant students arrive in Indiana from Mexico, and around 2% arrive from other nations. Of the students that come from within the U.S., approximately 80% are from Texas, while the other students come from Florida (10%), Georgia (3.5%), California (3%), and a combination of other states.
- Indiana's agricultural economy utilizes Migrant labor for crops like corn, tomatoes, and melons. Migrant farm workers arrive in Indiana throughout the year, with peak arrival months being April (5%), May (10%), June (15%), July (51%), August (11%).



Migrant Regional Service Centers





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Identification and Recruitment

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ESEA Waiver

- College and Career Ready Standards
 - WIDA
- Accountability
 - AMOs
 - Graduation Rates
 - Advanced/Technical Courses

** We will be putting out guidance on the ESEA Waiver and the specifics for English learners. **

Contact Information

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